

A young man and woman are smiling and walking outdoors. The man is wearing a light pink shirt, a dark blue tie, and grey trousers. The woman is wearing a black blazer. They are holding a large umbrella that is purple and white, with the word 'Kingsley' written in cursive on the white sections. The background is a blurred green field.

Kingsley
SCHOOL DEVON

SENIOR SCHOOL HANDBOOK

KINGSLEY SCHOOL 2025-2026



Kingsley

KINGSLEY SCHOOL ETHOS

Achieving success and happiness through positive
mental health and wellbeing.

CONTENTS

WHAT TO EXPECT

CORE VALUES	1
MEET THE STAFF	2
ACADEMIC TEAM (CORE AND EXPANSIVE CURRICULUM)	3
PASTORAL TEAM	3
THE HOUSES	5
CROYDE	6
PUTSBOROUGH	6
SAUNTON	6
WOOLACOMBE	6
WHO TO TALK TO	7
USEFUL TELEPHONE NUMBERS	8
USEFUL WEBSITES/APPS	8
THE SCHOOL DAY	9
DAILY EQUIPMENT	11
ACADEMIC MATTERS	13
CORE AND EXPANSIVE CURRICULUM	14
HOMEWORK AND INDEPENDENT STUDY	15
PROGRESS MONITORING, ASSESSMENT AND REPORTING	16

CONTENTS

WHAT TO EXPECT

BEHAVIOUR	17
REWARDS AND CONDUCT	18
REWARDS	18
ACADEMIC INTERVENTIONS	19
SANCTIONS	19
BULLYING PREVENTION	20
GENERAL INFORMATION	22
ABSENCE	23
BICYCLES / SCOOTERS	23
BUSES	23
CARS OR MOTORBIKES	24
COUNSELLORS / LEARNING MENTOR	24
DRESS AND APPEARANCE	24
INDEPENDENT LISTENER	24
INSURANCE	25
LAPTOPS	25
LIBRARY	25
LOST PROPERTY	25
MEDICAL CENTRE	25
MEDICINES	25

CONTENTS

WHAT TO EXPECT

GENERAL INFORMATION	21
MOBILE PHONES	26
PHYSICAL RESTRAINT	26
PSHE - RSE / CAREERS	26
PSHE CURRICULUM MAP	31
SAFEGUARDING	32
VISITORS	32
UNIFORM POLICY	33
GENDER-NEUTRAL UNIFORM	34
SUMMER RIG	34
LABELLING	34
UNIFORM GUIDELINES	34
SIXTH FORM STUDENTS ONLY	35
GENERAL APPEARANCE	36
HAIR (ALL STUDENTS Y7-13)	37
BODY PIERCING & TATTOOING	37
JEWELLERY	37
MAKE-UP	37
NAILS	37
UNIFORM EXAMPLES	38

CONTENTS

WHAT TO EXPECT

PE KIT	39
GIRL PE KIT REQUIREMENTS	40
BOYS PE KIT REQUIREMENTS	40
MAIN SCHOOL RULES	41
BEHAVIOUR OUTSIDE SCHOOL	44

OUR CORE VALUES

WHAT WE BELIEVE

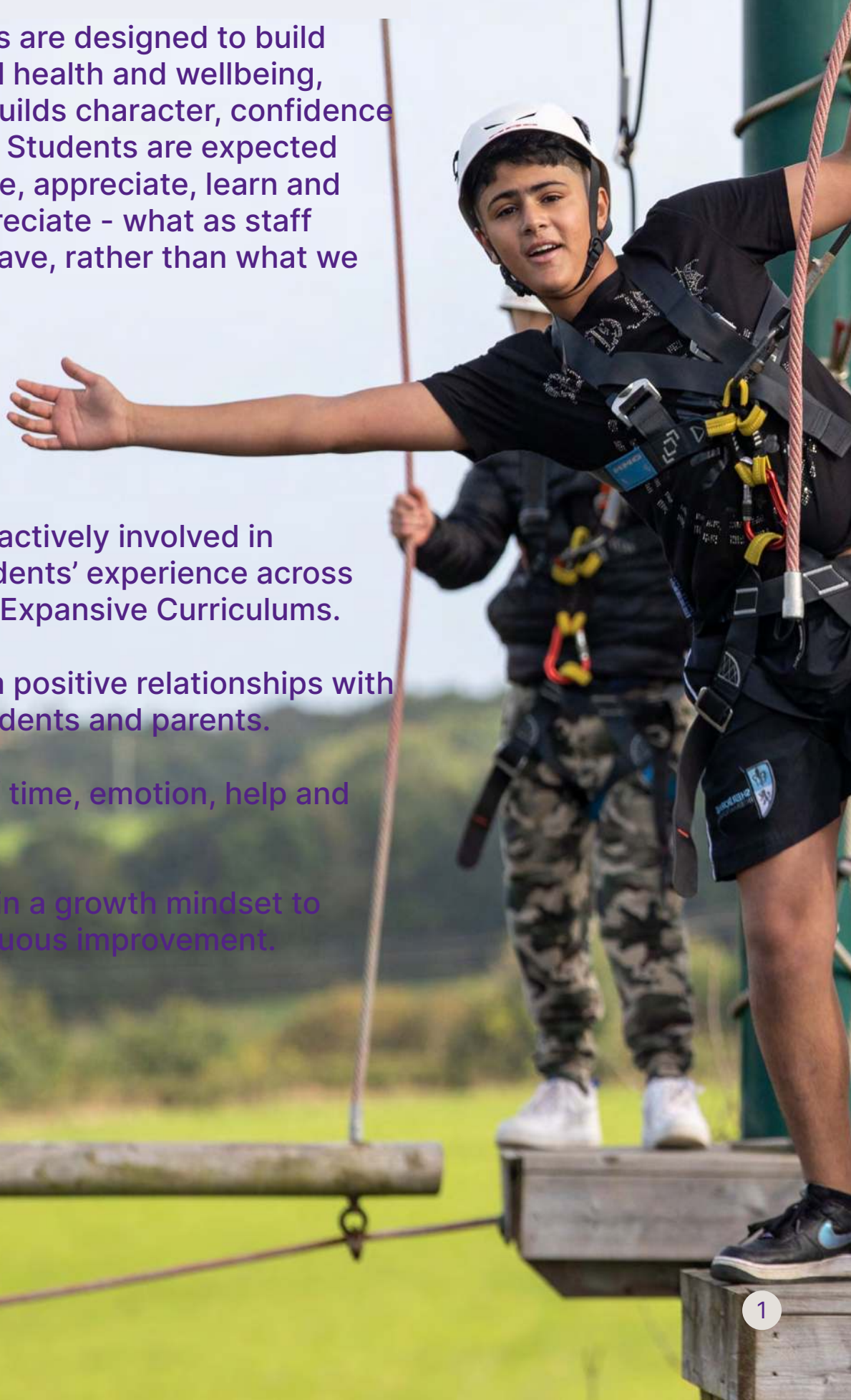
Our core values are designed to build positive mental health and wellbeing, which in turn builds character, confidence and aspiration. Students are expected to connect, give, appreciate, learn and be active. Appreciate - what as staff members we have, rather than what we have not.

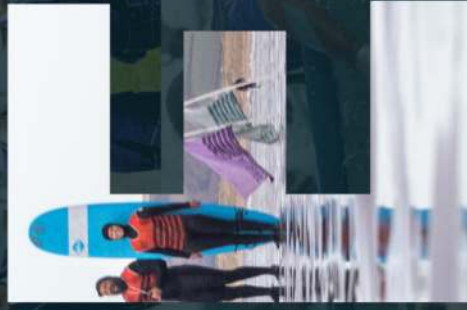
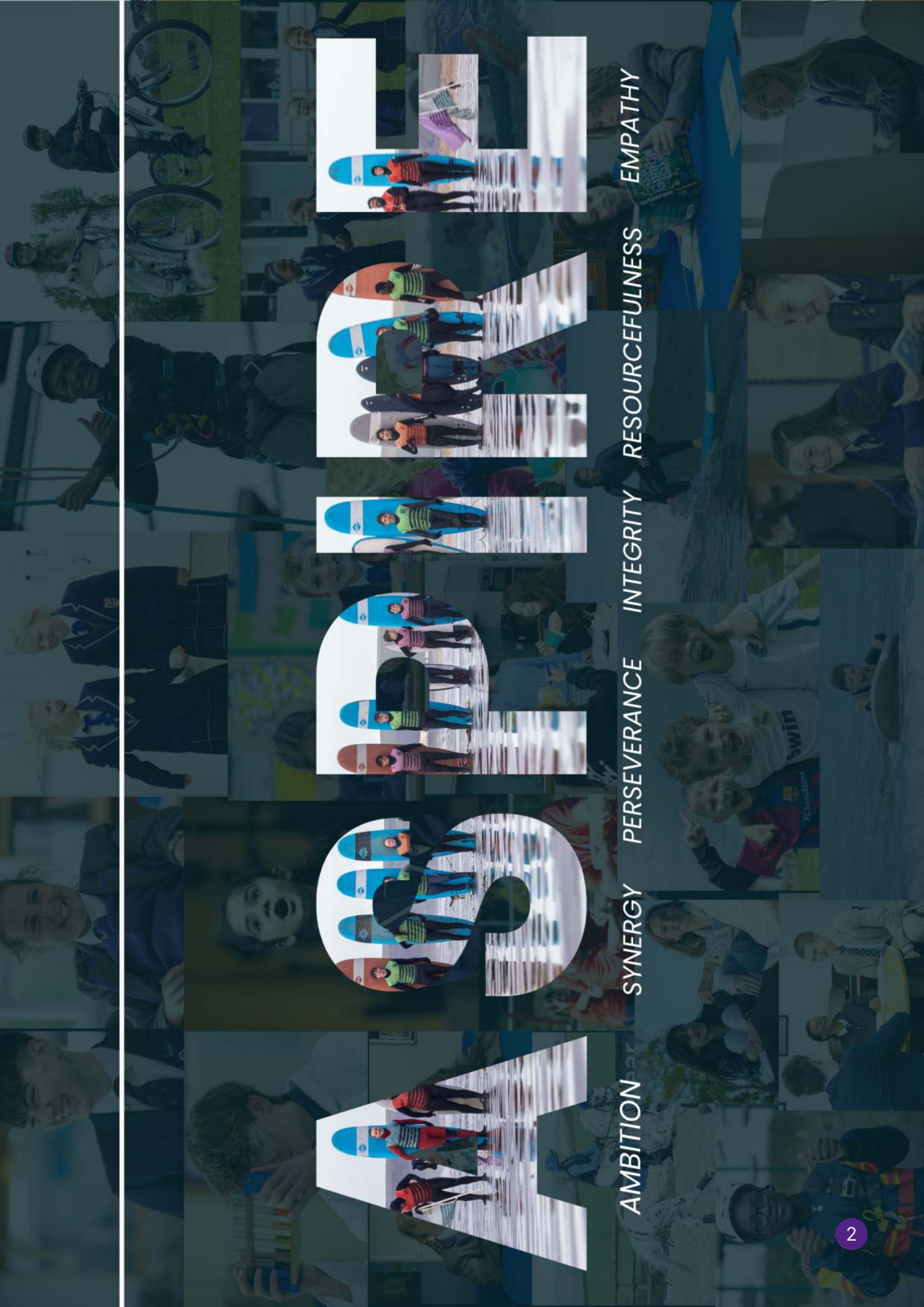
Be Active - be actively involved in enhancing students' experience across both Core and Expansive Curriculums.

Connect - form positive relationships with other staff, students and parents.

Give - freely of time, emotion, help and support.

Learn - maintain a growth mindset to support continuous improvement.





EMPATHY

RESOURCEFULNESS

INTEGRITY

PERSEVERANCE

SYNERGY

AMBITION

MEET THE STAFF

IT'S NICE TO MEET YOU



MEET THE STAFF

IT'S NICE TO MEET YOU

SENIOR LEADERSHIP

Headteacher

Deputy Head Academic

Deputy Head Pastoral

Assistant Head – Director of Inclusive Education

Assistant Head – Pastoral

Assistant Head – Director of Literacy

Mr Robert Pavis

Mr Adam Kilner

Miss Katrina Venner

Mrs Samantha Hammond

Mrs Jessica Willoughby

Ms Rose Richards

ACADEMIC TEAM (CORE AND EXPANSIVE CURRICULUM)

Director of English

Director of STEM

Director of Humanities

Director of Vocational Studies

Director of Sport

Director of Arts

Director of Surfing & Outdoor Education

Director of Environmental and Sustainability Studies

Senior School SENDCo

Mrs Natalie Marquet-Georgiou

Mr Ben Humphreys

Mrs Cate Salf

Mrs Clare Arthur

Mr Simon Ward

Mrs Jemma Cringle

Mr Aym Dupuy

Mr Jack Harty

Mrs Naomi Howlett

PASTORAL TEAM

Safeguarding and Welfare Officer

Learning Mentor

Head of Sixth Form

Head of Year 11

Head of Year 10

Head of Year 9

Head of Year 8

Head of Year 7

Centre Manager for the Edgehill & Grenville Centres

Ms Hayley Boyles

Mrs Cathy Whaley

Mr Craig McConnachie

Mr Steve Whaley

Mrs Lorraine Kennedy

Ms Chloe Bedford

TBC

Mr Andrew Hall

Mrs Lucy Body

All teachers and support staff are here to help!

THE HOUSES

SERIOUS FUN



THE HOUSES

SERIOUS FUN

OUR FOUR HOUSES

There are many Inter-House events throughout the year from 'It's a Knock-out' to 'Hide-and-Seek' together with the more traditional competitions such as music, sport and drama.

Our houses take inspiration from our surroundings and are:



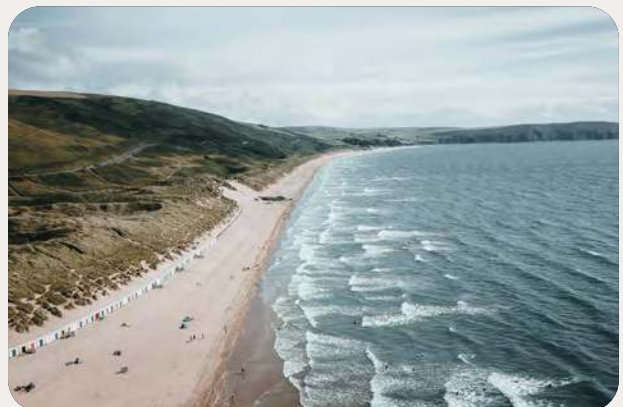
CROYDE



PUTSBOROUGH



SAUNTON



WOOLACOMBE

WHO TO TALK TO

CARING RESOURCES



WHO TO TALK TO

CARING RESOURCES

WHO TO TALK TO

The first port of call for children and parents would be their tutor, however if children are finding things difficult they can talk to any member of staff who they feel confident with.

School can be a difficult time for many young people and there are always people to help, even if you struggle to find the words to say what is happening. Do try to tell someone – parent, older sibling, friend, adult and they can pass the information on to us at school so we can work out how best to support you.

Try not to ever worry about getting others in to trouble. Everyone makes mistakes and if something has happened that causes you or others to feel uncomfortable or upset we urge you to pass it on so we can support everyone involved. No one means to be mean! Sometimes people react to other things going on that we may not know about, therefore you would actually be helping them by letting us know, as well as not having to experience bullying behaviour without support. It is always better if you can inform your tutor or a member of staff personally, however if you are unable to do that you can report incidents through Firefly or the School **website**.

USEFUL TELEPHONE NUMBERS

Independent Listener, Mrs Karla Giles	07775 827343
Office of the Children's Commissioner	0800 528 0731
Childline	0800 1111
NSPCC Child Protection Helpline	0808 800 5000
The Samaritans	01271 374 343 116123

USEFUL WEBSITES/APPS

The Samaritans
Kooth
NSPCC
Hope UK
Young Minds
Papyrus

THE SCHOOL DAY

WHAT TO EXPECT



THE SCHOOL DAY

WHAT TO EXPECT

OUR TIMETABLE

TIME	ACTIVITY
08:10-08:30	Arrive
08:30	Registration
08:50	Period 1
09:40	Period 2
10:25	Break
10:45	Period 3
11:35	Period 4
12:25	Period 5 (KS3 lunch)
13:10	Period 6 (KS4 lunch)
14:00	Period 7
14:45	Period 8
15:30	Period 9
16:15	Period 10



DAILY EQUIPMENT

WHAT YOU NEED



DAILY EQUIPMENT

WHAT YOU NEED

AS A STUDENT YOU WILL NEED

Laptop and headphones

Water Bottle

Pencil case to store stationery:

Pens

Pencils

Colouring Pencils

Ruler and basic Geometry equipment (including compass and protractor)

Rubber

Highlighters

Scientific Calculator

Sports Kit / Outdoor Education Kit on specific days

Reusable tub if you require a takeaway lunch



ACADEMIC MATTERS

EVERYTHING ABOUT DAY TO DAY SCHOOLING



ACADEMIC MATTERS

EVERYTHING ABOUT DAY TO DAY SCHOOLING

CORE AND EXPANSIVE CURRICULUM

The subject areas taught at Kingsley School are grouped into 'Pathways' with a Pathway Director having oversight for each area. These Pathways are divided into Core and Expansive sections. The Core Curriculum refers to the academic classes and occupies a little over half of all lessons in Key Stage 3, with this amount growing as we progress through Key Stages 4 and 5, when the focus on external exams becomes greater.

The Core Curriculum is comprised of English (English Language, English Literature and English as an Additional Language), STEM (Science, Computer Technology, Engineering and Maths), Vocational (ASDAN courses, Business Studies, Food & Cookery, Health and Social Care, Sport Science) and Societies (Humanities and Modern Foreign Languages). The aim of the Core Curriculum is to develop the skills and interests needed for current and future academic/ career success in each discipline.

The Expansive Curriculum is comprised of Sports (a full range of competitive and participatory team, individual and wellness sports and activities), Arts (the teaching and performance of Art, Drama and Music through distinct lessons and combined Arts projects), Outdoor Ed (an extensive range of outdoor experiences, challenges and qualifications of which Surfing is a key component), Earth Centre (a Diploma programme focussed on Environmental and Sustainability Studies) and STEM (a project based approach which enables students to apply the knowledge gained through the Core STEM Curriculum to novel and creative student-led projects). The objective of the Expansive Curriculum is to provide a range of engaging and memorable experiences that develop skills and qualifications specific to each Pathway area, whilst collectively improving key skills such as team working, resilience, problem solving, critical thinking and creativity.

In Key Stage 3, students will participate in all Pathways of the Core and Expansive Curriculum. Through Key Stages 4 and 5, students will select classes and projects to specialise in, but opportunities in each Pathway will continue for all year groups.

Schemes of Work and Curriculum Maps for all courses can be found on the Resources pages of FireFly.

ENGLISH

STEM

VOCATIONAL

SOCIETIES

SPORTS

ARTS

OUTDOOR EDUCATION

EARTH CENTRE

ACADEMIC MATTERS

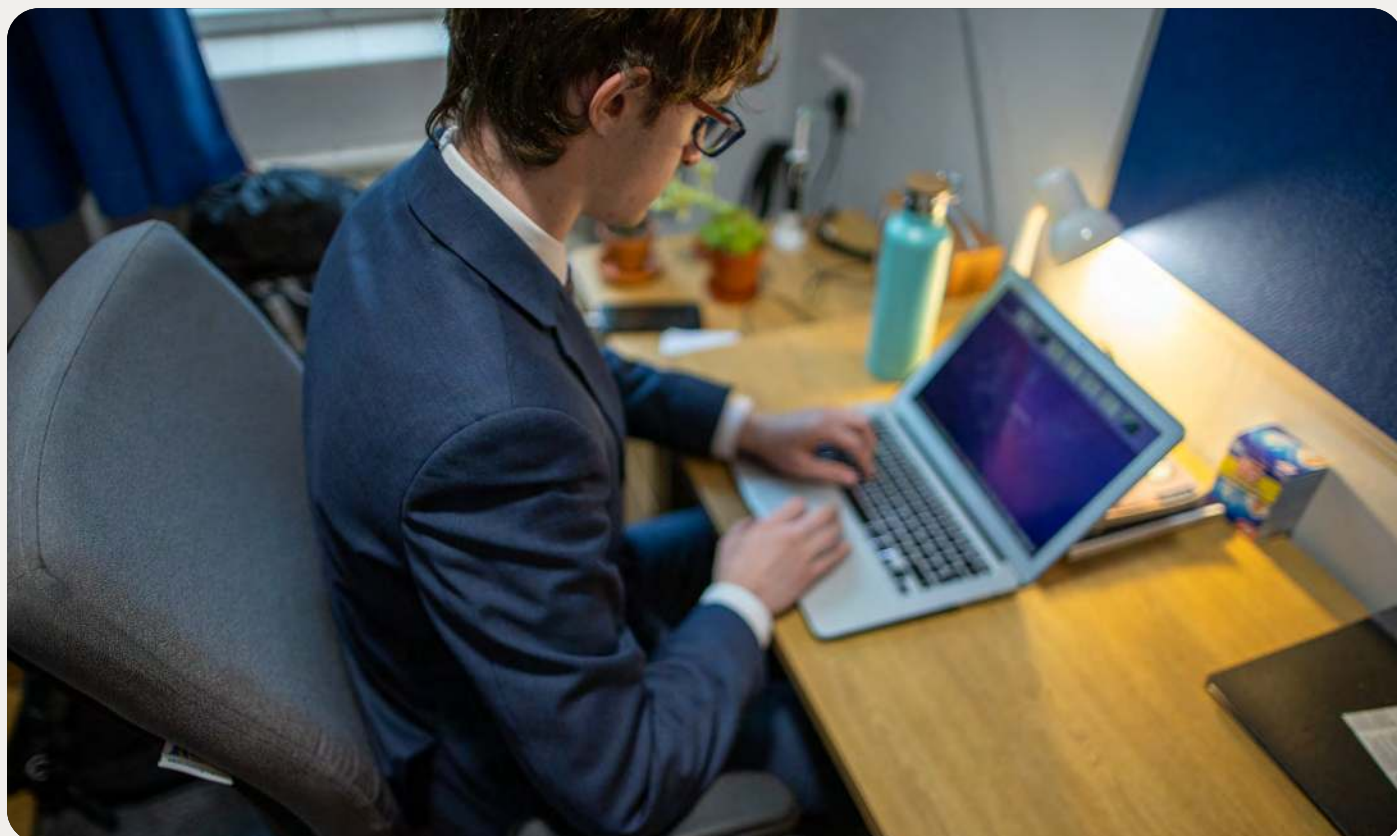
EVERYTHING ABOUT DAY TO DAY SCHOOLING

HOMework AND INDEPENDENT STUDY

In Key Stage 3, we do not issue routine and obligatory homework assignments. We believe that the 8:30am – 5pm school day is long enough, and we want to encourage our students to be able to have other interests and commitments outside of school. There should, however, regularly be some independent work taking place at home. Students will want to continue working on their projects outside of class, to read and to prepare for assessments, debates and presentations that they have coming up in their classes. Many of our subjects provide accounts for online learning platforms that can and should be used outside of class to support in-class learning.

In Key Stage 4, students are expected to be working independently in preparation for their exams and coursework assessments. By Key Stage 5 the expectation is that students are matching the hours in class for each subject, with the same amount of independent work. Resources and tasks will be provided via FireFly.

Details of suggested activities and of the content and dates of all Key Assessments are posted as tasks on FireFly. There are also course curriculum documents and a whole host of materials on the resources pages on FireFly for each subject.



ACADEMIC MATTERS

EVERYTHING ABOUT DAY TO DAY SCHOOLING

PROGRESS MONITORING, ASSESSMENT AND REPORTING

Students upon entry to Kingsley, and at the start of each Key Stage, will take a Cognitive Ability Test (CAT-4). This test is used to issue a target grade (the minimum level we expect a student to reach) and an aspirational target (the level we hope the student to reach with sufficient effort and focused support). These target grades appear on the grade reports, issued at the end of each half-term.

In each half-term, students will take a Key Assessment Task in each of the assessed classes. This KA task will be used to give a measure of students' attainment, and as an opportunity to give detailed feedback and have the students act upon this feedback and to define some next steps. This is a process we call, 'closing the feedback loop' and you will see stamps on students' work to signpost these moments.

The half-termly reports show academic attainment (where appropriate) and effort grades for each subject. This is an important moment to reflect on any areas where students are not reaching their target levels, or not demonstrating good or excellent effort. When students, parents and teachers all reflect together and look to address any underlying reasons for under-performance or lack of effort, then students can be supported effectively to get back on track towards the excellent academic progress that we aspire to for all Kingsley students.

In addition to the half-termly Key Assessments, students in exam years (Y11 and Y13) will take mock exams in November and March. Students in all other years will take end of year exams. Schedules for these exam weeks will be shared in advance via FireFly.

One written narrative report will be issued in every academic year with subject and student specific comments from the teachers and pastoral team. One Parents' Evening will be offered for parents of each year group where parents can meet the teachers and discuss their child's progress. These dates can be found on the school calendar, published on the **website**.



BEHAVIOUR

REWARDS AND CONDUCT



BEHAVIOUR

REWARDS AND CONDUCT

REWARDS AND CONDUCT

Kingsley School encourages a happy and welcoming environment through its inclusivity and core values focusing on positive mental health and wellbeing. As a small school the staff are able to get to know the children and support them effectively on their journey. High standards of behaviour are expected with the understanding that puberty, teenage brain and SEND can affect children's decision-making. All children (and adults) will make mistakes – our aim is to support them to learn from these and move forwards to become confident and caring global citizens.

The aim of all discipline is self-discipline.

Specific outcomes for the school to develop and sustain self-discipline within the community include:

- A safe environment for students to live and learn;
- An orderly, calm and purposeful atmosphere;
- High standards and expectations;
- The promotion of good behaviour;
- Good relationships based on respect for other people and property.

REWARDS

Praise and encouragement are informal rewards given by staff to support children's progress at Kingsley School. There are also house points which are given when children excel in the school values: Learning, Engaging, Giving, Being Active and Appreciating.

Behaviour		Reward
Outstanding contribution to school life	5	Certificate, Merit badge, Colours, Speech Day prize
Top 25% of year for Attitude to Learning	4	Letter home (Head)
Excellent contribution and effort	3	Postcard sent home (HoY)
Good contribution and effort	2	Merit
Helpful, attentive and polite	1	Verbal Praise
Level		

BEHAVIOUR

REWARDS AND CONDUCT

ACADEMIC INTERVENTIONS

Academic Directors monitor the progress of children. There will be a discussion between the child and possibly the SENDCo to determine if there is an unidentified need. If a child is underperforming they may be allocated an academic mentor. Boarders may be required to attend supervised prep to catch up and improve their study habits. Heads of Key Stage may use Support Cards to enable children to gain immediate feedback from every lesson.

All interventions are to support the child's academic progress, they are not considered a sanction.

SANCTIONS

When mistakes are made the most important action is the learning that takes place, which may also include a restorative meeting between parties involved. Sanctions issued include: lunch-time detentions, half-day internal exclusions, full day internal exclusions and fixed-term external exclusions.

Behaviour		Sanction
Refusal, repeated disruption or high-level offence	5	Immediate referral to the Head's Office for Internal Exclusion
Continued disruption or missed prep deadline	4	Lunchtime Detention
Repeated or increased disruption	3	Remove from room for 5 minutes
Repeated disruption	2	Demerit
Talking / low-level disruption	1	Verbal reprimand
Level		

The full Behaviour Policy can be found on the **website**.

BULLYING PREVENTION

KEEPING YOU SAFE



BULLYING PREVENTION

KEEPING YOU SAFE

REWARDS AND CONDUCT

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.' (Anti-bullying Alliance)

We take bullying to involve many of the following:

- A desire to hurt
- Pre-meditation
- Hurtful action
- A power imbalance between the individuals concerned
- Unjust use of power
- Evident enjoyment by the perpetrator and a sense of oppression by the target.

All incidents reported are investigated thoroughly with support given to all parties. Children are reminded that we cannot investigate what we don't know and that most bullying occurs owing to an unmet need of the perpetrator, therefore information given by children enables us to consider why another child 'bullies.' We ask children to be upstanders and remind them they can report incidents using the links on firefly. The investigations would be conducted sensitively without others knowing who had reported it.

The full Bullying Prevention Policy can be found on the **website**.



GENERAL INFORMATION

WHAT YOU NEED TO KNOW



GENERAL INFORMATION

WHAT YOU NEED TO KNOW

ABSENCE

If a child is ill please contact Reception on 01237 426200 or attendance@kingsleydevon.com as early as possible.

For any planned absence please request permission by emailing your child's tutor (and attendance). They will forward to the relevant person – for medical appointments and short absences it would be granted by the Head of Key Stage, for anything longer it would be referred to the Deputy Head Pastoral or the Head. Please note holidays during term-time will not be authorised.

When a child is absent owing to a music lesson or sports fixture they are expected to collect the work in advance.

If a child is absent owing to illness they will not be expected to access any online work as they should use the time to recover. For long-term illnesses there will be liaison between parents, medical professionals as needed, and the Head of Key Stage to discuss appropriate support.

Any child arriving late (after 08:40) must sign in at reception, similarly they must sign out if leaving before 16:55.

BICYCLES / SCOOTERS

Students should seek permission from the Deputy Head Pastoral to cycle/scoot to school. Boarders may have bicycles and should liaise with houseparents regarding use and storage.

BUSES

School buses leave at 1700 on Monday to Thursday and at 1600 on Friday. In the event of problems with the school bus please contact the transport manager using:

transport@kingsleydevon.com

In the event of a bus breaking down, a replacement bus will be dispatched as soon as possible to complete the journey.

GENERAL INFORMATION

WHAT YOU NEED TO KNOW

CARS OR MOTORBIKES

Sixth Formers who have passed their driving test must seek permission from the Head of Sixth Form to drive to school.

- Cars or motorbikes may only be used for journeys between home and school.
- Passengers may only be carried if we have the written permission of each passenger's parents as well as the driver's parents; 24 hours notice must be provided.
- Permission to use a motor vehicle will be withdrawn instantly if there is any abuse of the system, a student is repeatedly late to school, or incidents of dangerous driving in and around the school or local villages are reported.
- Sixth formers must park in the car park at the sports hall.

COUNSELLORS / LEARNING MENTOR

The pastoral and SEND teams provide initial support to children who may find things challenging. Should they require more targeted support there will be liaison with the parents to discuss options. The school hosts a Learning Mentor and has connections with different local counsellors.

DRESS AND APPEARANCE

Children should take pride in their appearance and wear the uniform how it is designed to be worn. Hair must be smart and natural in colour, and extremes of fashion should be avoided. Boys should also be clean-shaven. Jewellery and make-up must be discreet.

When PE kit is worn for academic lessons / lunch children must wear leggings/trackies – they cannot have bare legs.

The Uniform Shop is open every morning and there is a second-hand pop-up shop monthly.

The full Uniform Policy is at the end of this document.

INDEPENDENT LISTENER

The Independent Listener is someone students can talk to if they wish to speak to a person who is not a member of the School community and who can offer confidential advice. The independent listener can be contacted on 07775 827343.

GENERAL INFORMATION

WHAT YOU NEED TO KNOW

INSURANCE

All students' possessions should be covered on a home policy. Sadly things can go missing at School and students should be covered against this, particularly for more valuable items. However, making sure all possessions are clearly labelled, and using lockers, are ways to help prevent this.

LAPTOPS

All children need a laptop to complete their studies in lessons. A Windows laptop is preferable to an Apple Mac laptop / iPad, both are compatible with our systems in school, however it has been noticed that children with Apple products have more difficulty accessing different sites/software used. The laptop should have at least an i3 processor, though an i5 will offer better performance, 8gb RAM and 256gb solid state drive (SSD).

LIBRARY

The library is a space for independent study and quiet discussions during break and lunch times.

LOST PROPERTY

Lost property is handed to Reception.

MEDICAL CENTRE

The Medical Centre is open during the school day to support children (and staff). Children should not leave lessons to visit the Medical Centre unless they are really ill. Medical Centre staff will contact parents if a child needs to go home.

MEDICINES

All medicines and tablets MUST be given to Medical Centre staff. No medication may be kept or carried by children. If a day student requires medication to be taken during the school day the parents should contact the medical team to confirm the details and the child should take it to the medical centre on arrival.

GENERAL INFORMATION

WHAT YOU NEED TO KNOW

MOBILE PHONES

Children in Y7-11 are not permitted their mobile phone in school. They must be handed in to Reception on arrival. Sixth Formers may use theirs during their free time or when instructed by teachers. They must not be visible at other times.

PHYSICAL RESTRAINT

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a student in specific circumstances. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a student from doing or continuing to do" any of the following:

- *"Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student)"*
- *"Causing personal injury to any person (including the student themselves)"*
- *"Causing damage to the property of any person (including the student themselves)"*
- *"Prejudicing the maintenance of good order and discipline at the school, and among any students receiving education at the school, whether during a teaching session or otherwise"*

PSHE - RSE / CAREERS

Our PSHE programme provides opportunities for students to develop their knowledge and understanding of three core themes:

- Health & Wellbeing
- Relationships & Sex Education
- Living in the Wider World (including careers education)

GENERAL INFORMATION

WHAT YOU NEED TO KNOW

PSHE - RSE / CAREERS

During **Key Stage 3** students build upon the knowledge and understanding, skills, attributes and values they have acquired at Primary School. Our PSHE education programme acknowledges and addresses the changes young people may experience, including transition to secondary school, changes of adolescence and increasing independence.

The students learn to manage diverse relationships, navigate their online lives, and the increasing influence of their peers and the pressures of the media.

Age appropriate learning opportunities at Key Stage 3 include:

- Learn about themselves as individuals and as members of communities (self-concept)
- Become more self-aware through Self-Science lessons, which promote Character Education
- Mental health and wellbeing (including increased awareness of the NHS 5 steps to wellbeing)
- Healthy lifestyles (including the importance of sleep, exercise and healthy eating)
- Puberty and sexual health (including menstrual wellbeing, how to manage physical and mental changes that are a typical part of growing up)
- Drugs, alcohol and tobacco
- Managing risk and personal safety (including online safety, exploring the risk associated with gambling and managing peer pressure)
- Positive relationships
- Relationship values
- Forming and maintaining respectful relationships
- Consent
- Contraception and parenthood
- Bullying, abuse and discrimination
- Social influences
- Learning skills
- Choices and pathways
- Work, careers and employability
- Financial choices
- Media literacy and digital resilience
- Basic first aid skills

GENERAL INFORMATION

WHAT YOU NEED TO KNOW

PSHE - RSE / CAREERS

During **Key Stage 4** students broaden their knowledge and understanding, extend and practice skills, and further explore attitudes, values and attributes acquired during Key Stage 3. Our PSHE programme reflects the fact that our students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

Age appropriate learning opportunities at Key Stage 4 include:

- Self-concept (including the ability to assess personal strengths and identify areas of personal development, body image and managing external influences. Self-Science (developing assertiveness and building resilience)
- Mental health and emotional wellbeing
- Health related decisions
- Drugs, alcohol and tobacco (including addiction, habits, seeking help and wider risks on personal safety, career, relationships and future lifestyle)
- Managing risk and personal safety (including new social settings, workplace, online and gambling)
- Basic first aid (including CPR and use of defibrillators)
- Sexual health and fertility
- Positive relationships (including romantic and sexual attraction, pornography, the characteristics of positive relationships, recognizing unhealthy relationships and where to seek help)
- Relationship values (including how their values influence their decisions, understand the role of faith and cultural practices and belief concerning relationships and sexual activity)
- Forming and maintaining respectful relationships (including managing grief, the impact of changing relationships, legal and ethical responsibilities and recognizing unwanted attention)
- Consent
- Contraception and parenthood
- Bullying, abuse and discrimination
- Social influences
- Employability skills, work and careers (including information, advice and guidance related to their next steps and careers, employment rights and responsibilities)
- Financial choices (including managing risk, making informed financial decisions and evaluating financial advantages)
- Media literacy and digital resilience

GENERAL INFORMATION

WHAT YOU NEED TO KNOW

PSHE - RSE / CAREERS

The PSHE programme at **Key Stage 5** prepares our students to manage their current lives and enables them to lay the foundations for managing future experiences. Students continue to learn about core themes in relation to young people's current experience, real-life relevance as well as building upon the knowledge acquired throughout Key Stage 4.

However, as we welcome many new students into our 6th form, our Key Stage 5 PSHE provisions enable students to revisit previous topics, however it does so by connecting with contexts and case studies that are relevant to this age group, such as workplace. Key Stage 5 represents the last learning opportunity to ensure our students have the knowledge and understanding, skills, strategies and attributes they need for independent living and the next stage in their education or career.

- Self-concept (including managing transitional phases in life)
- Mental health and wellbeing (including common mental health issues)
- Healthy lifestyles (including cancer awareness, accessing reliable sources of information, evaluate media messages regarding health and how to maintain work-life balance)
- Managing risk and personal safety
- Sexual health (including selecting appropriate forms of contraception, reducing the risk of STIs and taking responsibility for their own sexual health)
- Drugs, Alcohol and Tobacco (including managing use in relation to health, understanding the impact on decision making, personal safety, looking out for friends and being a passenger with an intoxicated driver)
- Relationship values (including prejudice and discrimination and faith and culture)
- Forming and maintaining respectful relationships (including managing mature relationships, making new friends, online relationships, explore different levels of emotional intimacy, negotiating difficult relationships and workplace relationships and boundaries)
- Consent (including moral and legal responsibilities, understand the emotional, social, physical and legal consequences of failing to respect others' right not to give or withdraw consent)
- Contraception and parenthood (including acknowledging changes in fertility with age, the advantages of delaying conception, negotiating the use of contraception with a sexual partner, evaluate means of contraception, getting advice and support quickly)
- Bullying, abuse and discrimination (including recognising and managing different forms of abuse, healthy and unhealthy relationships, online relationships, sources of support and strategies to de-escalate and exit aggressive social situations, celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination)
- Next steps available – choices and pathways
- Work and career (including CV and interview skills and competing in a global economy)

GENERAL INFORMATION

WHAT YOU NEED TO KNOW

PSHE - RSE / CAREERS

Key Stage 5 topics continued:

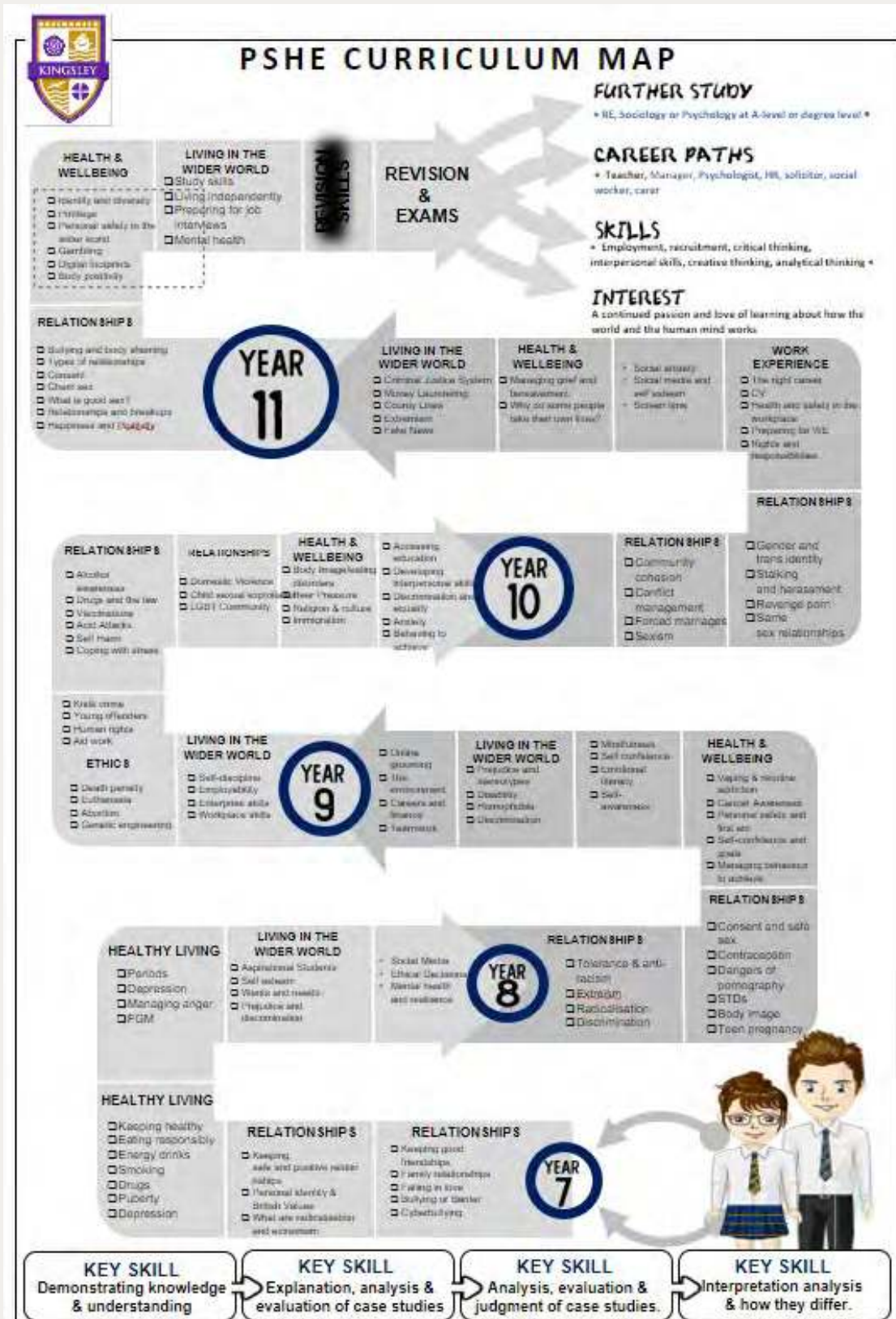
- Employment rights and responsibilities (including the role of HR and professional conduct)
- Financial choices (including expenditure, budget for changes in circumstances, savings and accessing appropriate support)
- Media literacy and digital resilience (including managing online safety, challenging online content that could affect their personal / professional reputation, recognising benefits and limitations of social media, becoming a critical consumer and when/how to report and access help in relation to extremism and radicalisation).
- Contraception and parenthood
- Bullying, abuse and discrimination
- Social influences
- Employability skills, work and careers (including information, advice and guidance related to their next steps and careers, employment rights and responsibilities)
- Financial choices (including managing risk, making informed financial decisions and evaluating financial advantages)
- Media literacy and digital resilience.



GENERAL INFORMATION

WHAT YOU NEED TO KNOW

PSHE - RSE / CAREERS



GENERAL INFORMATION

WHAT YOU NEED TO KNOW

SAFEGUARDING

The senior school safeguarding team is Ms Hayley Boyles, Miss Katrina Venner, Mrs Samantha Hammond and Mrs Jessica Willoughby. Should you need to report a safeguarding concern please email safeguarding@kingsleydevon.com.

VISITORS

If you see someone without a school lanyard or is wearing a red lanyard without staff company, please direct them to reception and/or flag with a member of staff.



UNIFORM POLICY

LOOKING THE PART



UNIFORM POLICY

LOOKING THE PART

GENDER-NEUTRAL UNIFORM

- School blazer
- Purple v-neck jumper
- Knee length skirt (no part of the leg above the knee can be showing)
- School tie
- White shirt*
- Charcoal grey shorts
- Charcoal grey trousers*
- Plain black formal shoes* (These must be polishable, ankle height. No trainers or sports shoes)
- Black tights* (at least 60 denier) or white ankle socks* (not trainer socks and with no brandmark or logo showing) if worn with a skirt
- Grey socks (not trainer socks and with no brandmark or logo showing) if worn with short or long trousers.

SUMMER RIG (FROM MAY HALF-TERM UNTIL THE END OF THE SUMMER TERM)

- Blazers and Ties do not have to be worn.
- A school-branded polo shirt may be worn instead of a shirt, which does not need to be tucked in.

LABELLING

All items of school uniform, including sports kit must be labelled with the student's name.

UNIFORM GUIDELINES

Kingsley School has an outstanding reputation for high standards and expectations. This also applies to school uniform. Students are expected to adhere to these standards and school uniform is to be worn during normal school hours and to and from school, except when wearing a tracksuit. The following details should be noted:

- Students must wear school uniform at all times during the school day between 8.00am and 5.00pm, unless in sports kit for a physical activity.
- **Blazers and ties** must be worn at all times except during 'Summer Rig', or if a teacher has given permission to remove them. (Girls in the prep School do not wear ties in the Summer Term when wearing a summer dress – see above.)
- **Ties** should reach just above the waistband.
- **Shirts** must be tucked in, not "folded" or hanging out. Please ensure your child's shirt is long enough to tuck into the waistband of skirts/trousers.

UNIFORM POLICY

LOOKING THE PART

UNIFORM GUIDELINES CONTINUED

- **Shirts** must be fastened at all times at the collar and cuffs, when wearing a tie.
- In hot weather, long **shirt** sleeves may be folded neatly at the elbow. Short sleeved shirts are permitted.
- **Skirts** must be of an acceptable length at all times. Students will be asked to replace any ill-fitting skirts. For guidance, skirts must be on or slightly above the knee, with no part of the upper leg or thigh showing.
- **Long trousers** must be charcoal-coloured and not tapered, and must reach the ankle. A black belt only is permitted.
- **Socks** must be white, unbranded, ankle socks if worn with a skirt or summer dress, or grey unbranded socks if worn with short or long trousers. Trainer socks are not permitted in either case.
- **Tights** may be worn with a skirt, but must be black and at least 60 denier, not ripped nor laddered.

SIXTH FORM STUDENTS ONLY

- Formal dress (or school-branded sports kit for sport) is to be worn during the school day. All Sixth Form students are required to dress smartly as if they were working in a formal office environment.
- Students must wear either;
 - A suit, or
 - Smart trousers and jacket combination, or
 - A dress and jacket combination, or
 - A skirt and jacket combination.
- Skirts and dresses must be of an appropriate and decent length. The Head of Sixth form or Deputy Head Pastoral will rule on what is deemed acceptable.
- Students must wear a smart shirt of any colour.
- Male students are expected to wear a tie.
- Smart, business-style shoes must be worn (not trainers, sports shoes etc)
- Students' shoulders must be covered at all times.
- Dark coats without a prominent logo may be worn in cold weather.
- Smart shorts with a shirt and jacket may be worn.
- Students may wear jewellery that is discreet and befitting a professional appearance. A senior member of staff will rule on what is deemed acceptable. Equally make-up and nail varnish must befit a professional appearance.
- After sports or activities, students must put on tracksuit bottoms immediately after the activity.

GENERAL APPEARANCE

LOOKING THE PART



GENERAL APPEARANCE

LOOKING THE PART

HAIR (ALL STUDENTS Y7-13)

- Students must not colour their hair any unnatural hair-colour, nor cut their hair in any way considered extreme. Students must not cut or colour each others' hair.
- Students with long hair (below the collar) must have it all or partially tied back behind their head with a plain, dark or neutral hairband. It may be fully or partially plaited. In some sports, activities and lessons (e.g. science experiments, cooking etc) students will be asked to tie back all of their hair for safety reasons, or wear a hair net.
- Fully plaited hair does not need to be tied back behind the head.
- All students must have their hair away from their eyes.
- Hair must not have any lines or motifs or patterns shaved into it.
- In the case of short hair above the collar, back and sides must be blended with the top, to avoid an extreme 'step' or contrast.
- All facial hair must be neatly-trimmed at all times in a professionally presentable fashion.

BODY PIERCING & TATTOOING

- Students must not display any piercings (other than in the ears) or tattoos at any time during the school day.
- Students in Years 7-11 may wear one pair of discreet stud earrings, one in each lower ear lobe only.
- Students in the Sixth Form may wear multiple earrings provided they befit a professional working appearance.

MAKE-UP

- Students may apply subtle tones of natural skin colours.

NAILS

- Students are not permitted to wear false nails of any sort.
- Students may wear nail varnish but must not paint their nails using any colour.
- Nails must be cut suitably short so as not to be a risk or hazard to others, nor impeded any practical learning or activity.

Heads of Key Stage or the Deputy Head Pastoral will rule on what is deemed acceptable.

GENERAL APPEARANCE

LOOKING THE PART

UNIFORM EXAMPLES



PE KIT

LOOKING THE PART



PE KIT

LOOKING THE PART

OUR PE KIT

All PE and sports kit must be school-branded and obtained from the School Shop or Second-hand Uniform Shop.

PE and sports kit must not be worn to lessons, detention or prep unless express permission has been given by a member of staff. In all cases, tracksuit bottoms must be worn.

If permission has been given for students to wear PE or sports kit in the Dining Hall, then tracksuit bottoms/leggings must be worn.

Sports staff or staff taking a team are responsible for ensuring that correct PE kit is worn by all students. Students who breach the rules for PE kit should be challenged by the member of staff taking the activity and should take action if necessary. The normal sanction for not having correct kit is a Sports Detention where students may be asked to help maintain sports equipment and sports areas during their free time.

GIRLS PE KIT REQUIREMENTS - ESSENTIAL TO PLAY

- PE Top
- Skort/shorts or leggings
- Long Kingsley sports socks
- Shin-pads for football
- White ankle sports socks (Athletics and Fitness only)
- Sports trainers
- Base layers / PE top can be worn in colder weather conditions
- Earring cover up tape
- Water bottle



BOYS PE KIT REQUIREMENTS - ESSENTIAL TO PLAY

- PE Top
- Boys shorts
- Boys tracksuit bottoms
- Long Kingsley sports socks
- White ankle sports socks (Athletics and Fitness only)
- Shin-pads for football
- Sports trainers
- Base layers / PE top can be worn in colder weather conditions
- Water bottle



MAIN SCHOOL RULES

BEING PART OF OUR SCHOOL COMMUNITY



MAIN SCHOOL RULES

BEING PART OF OUR SCHOOL COMMUNITY

MAIN SCHOOL RULES

- All students are expected to be committed to their academic work and to work to the best of their ability. Students must not do anything to disrupt the learning of others in the classroom.
- Alcohol – see policy for details.
- Boarders' Weekend Leave-on all weekends students may leave on Friday after 16:00, be at home on Friday and Saturday nights and return either on Sunday evening by 21:30 or by 08:30 on Monday morning. Weekend leave requires a Houseparent's permission and the agreement of all parties. Houseparents must know where students are and when to expect them back. Please give as much notice as possible to the Houseparents, and no later than Thursday.
- Books & Possessions- should not be left lying around the School. They will be removed in the interests of health and safety, and tidiness.
- Bounds - students must stay within the identified boundary and may only go onto the fields beyond this boundary for supervised lessons.
- Bullying is a serious matter - see the bullying prevention policy.
- Chewing Gum is not allowed.
- Classroom code of conduct; each teacher will outline their individual classroom expectations, but in general, students should:
 - Arrive punctually for lessons
 - Be correctly dressed
 - Have the necessary equipment
 - Focus and engage in lessons
- Classrooms - students should not be in a classroom unsupervised except with the express permission of a teacher.
- Drugs are not allowed (see policy). All prescription and non-prescription medication must be discussed with the medical centre, and for boarders with their Houseparents.
- Eating and Drinking- all students are expected to attend all school meals without exception. Food and drink should not be removed from the dining hall.
- Gambling is not allowed. Students are forbidden to take or place bets (including telephone or internet gambling).
- Internet - students must follow the acceptable user policy when accessing the internet through the school system. Students must also follow the rules / guidance in the bullying prevention policy on cyber bullying.
- Locker rooms-lockers available for all students.
- Mobile phones – must be handed in to Reception (Y7-11)
- Malicious accusations against school staff or students will be treated most seriously and may lead to a suspension or removal from the school.
- Music Rehearsal rooms may be used by arrangement with the Music Department. Any group practices must be done with the approval of music staff.

MAIN SCHOOL RULES

BEING PART OF OUR SCHOOL COMMUNITY

MAIN SCHOOL RULES

- Off games - students can only be put off games by the medical centre staff. If a student has to miss games for any other reasons they must ensure they have permission from their Head of Key Stage and their games teacher.
- Offensive weapons - students are not allowed to bring such weapons or similar dangerous. Articles, including imitation weapons, to school or to keep them in boarding houses. Use of any item to threaten or cause harm is a serious offence.
- Prohibited items: alcohol, chewing gum, cigarettes (including e-cigarettes and tobacco), drugs (as defined in the school drugs policy), pornography, fireworks and explosives, weapons (including imitation weapons which do not meet police regulations), stolen items, lighters and matches, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Pornography - accessing from the internet, possession or distribution in any form is not allowed.
- Sixth Form Centre – Available to the Sixth Form during the school working day. Students are expected to keep it tidy. They should ensure the study areas are used for quiet working so as not to prevent others from studying.
- Registration-all students must register with their tutor by 8.35 am each day. A day student may not go home during the school day without permission from their Head of Key Stage or medical staff. Students must sign out of school at Reception if leaving before 5pm.
- Sanctions - all students will be notified when issued a sanction, and it is their responsibility to attend; failure to do so will result in an escalation in sanctions.
- Sexual conduct/ relations-
- The school seeks to promote normal relationships between students. Dangerous and harmful relationships can form when there is an imbalance of power in the relationship. Students should be aware that this might lead to coercion, intimidation and enticement, for example sexting, and they should report any concerns they have to a member of staff.
- Students found engaged in any form of intimate sexual activity must expect to be excluded from school. Public and private displays of affection are not allowed.
- Smoking is not allowed, nor are electronic cigarettes.
- Sports Hall - students may not use the sports hall unless they have permission from a member of staff. They can use it for basketball at break/lunch times when it is not in use for prep lessons provided a member of staff is in the sports hall office.
- Taxis (for boarders) must be booked through the Houseparent or Reception. Only approved firms can be used.
- Vandalism and graffiti- we expect students to respect property belonging to the school, and we will take serious action against students who damage it.

BEHAVIOUR OUTSIDE SCHOOL

BEING PART OF OUR WIDER COMMUNITY



BEHAVIOUR OUTSIDE SCHOOL

BEING PART OF OUR WIDER COMMUNITY

MAIN SCHOOL RULES

Students are expected to adhere to the school rules whenever they are off campus as part of a supervised school group.

The school may take action in certain situations if we are informed of incidents outside of school when not part of a school group which include:

- Criminal behaviour.
- Behaviour which brings the school into disrepute.
- Behaviour which shows an overt support for the drug culture.
- Behaviour whilst travelling to and from school. (Smoking, vaping and consumption of alcohol are expressly forbidden).
- Bullying, especially cyberbullying.



KINGSLEY SCHOOL DEVON

Northdown Road, Bideford, EX39 3LY, United Kingdom

Tel: +44 (0) 1237 426200

Fax: +44 (0) 1237 425981

www.kingsleydevon.com

admissions@kingsleydevon.com